DOCUMENT RESUME

ED 377 017 RC 019 894

TITLE	Preparing American Indian Students for the 21st Century. Hearing on S. 1150 To Improve Learning and Teaching by Providing a National Framework for Education Reform;...To Ensure Equitable Educational Opportunities and High Levels of Educational Achievement for All American Students; To Provide a Framework for Reauthorization....Hearing of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, First Session (Santa Fe, New Mexico, August 21, 1993).
INSTITUTION	Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO	ISBN-0-16-045866-8; Senate-Hrg-103-447
PUB DATE	94
NOTE	41p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*American Indian Education; *Educational Change; Educational Needs; *Educational Objectives; Elementary Secondary Education; Federal Legislation; Hearings; Higher Education; Navajo (Nation); Preschool Education; Pueblo (People); *Tribally Controlled Education
IDENTIFIERS	Bureau of Indian Affairs Schools; Congress 103rd; *Goals 2000

ABSTRACT

A Congressional hearing held in Santa Fe, New Mexico, received testimony on the Goals 2000: Educate America Act as it applies to American Indian education. The purpose of the hearing was to explore ways in which American Indians can participate as equal partners in the process of reaching national consensus on education reform, including the development of content and performance standards and an assessment mechanism. A representative of the Bureau of Indian Affairs (BIA) described how BIA schools are addressing the six national goals as well as two additional goals concerning Indian culture and language and school facilities. A representative of the Navajo Nation outlined the history and philosophy of Navajo education, described the six school systems serving Navajo students, and discussed Navajo educational goals and interest in reform, particularly the establishment of a "Department of T'aa Dine Education" to oversee Navajo education in a manner similar to a state department of education. Pueblo leaders and educators praised the national goals while pointing out how interpretation of the goals from an inappropriate perspective could be damaging to Indian students; discussed the danger of raising expectations without providing needed financial support; described needs for educational facilities and culturally sensitive teachers; and addressed the problem of culturally biased evaluation instruments driving the curriculum. (SV)

RC

S. HRG. 103-447

PREPARING AMERICAN INDIAN STUDENTS FOR THE 21ST CENTURY

ED 377 017

HEARING

OF THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

ON

S. 1150

TO IMPROVE LEARNING AND TEACHING BY PROVIDING A NATIONAL FRAMEWORK FOR EDUCATION REFORM; TO PROMOTE THE RESEARCH, CONSENSUS BUILDING, AND SYSTEMIC CHANGES NEEDED TO ENSURE EQUITABLE EDUCATIONAL OPPORTUNITIES AND HIGH LEVELS OF EDUCATIONAL ACHIEVEMENT FOR ALL AMERICAN STUDENTS; TO PROVIDE A FRAMEWORK FOR REAUTHORIZATION OF ALL FEDERAL EDUCATION PROGRAMS; TO PROMOTE THE DEVELOPMENT AND ADOPTION OF A VOLUNTARY NATIONAL SYSTEM OF SKILL STANDARDS AND CERTIFICATIONS, AND FOR OTHER PURPOSES

AUGUST 21, 1993 (SANTA FE, NM)

Printed for the use of the Committee on Labor and Human Resources

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RC019894

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71-881 CC WASHINGTON : 1994

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-045886-8

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CONTENTS

STATEMENTS

FRIDAY, AUGUST 20, 1993

	Page
Department of Education, prepared statement	2
Johnson, Charles, superintendent for education, Fort Defiance Agency, Bureau of Indian Affairs, U.S. Department of the Interior	4
Pfeiffer, Anita, director, Navajo Division of Education, Navajo Nation, Window Rock, AZ; Joe Abeyta, superintendent, Santa Fe Indian School, Santa Fe, NM; and Daniel Sanchez, secretary-treasurer, All Indian Pueblo Council (AIPC), Albuquerque, NM	8
Prepared statement	10
Hena, James S., chairman, All Indian Pueblo Council, prepared statement	22
Martinez, Glenabah, American history teacher, Rio Grande High School, Albuquerque, NM; Catherine Coulter, director, New Mexico Indian Education Association, Santa Fe, NM; and Susan Neddeau, director, accompanied by Lorene Trujillo, parent, Renee Cayaditto, parent of the Family Child Education Program (FACE), Navajo Reservation	27

PREPARING AMERICAN INDIAN STUDENTS FOR THE 21ST CENTURY

FRIDAY, AUGUST 20, 1993

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Santa Fe, NM.

The committee met, pursuant to notice, at 9:00 a.m., Santa Fe Indian School, Santa Fe, NM, Hon. Jeff Bingaman presiding.

Present: Senator Bingaman.

OPENING STATEMENT OF SENATOR BINGAMAN

Senator BINGAMAN. Why don't we get started with the hearing. Let me, first of all, say I appreciate we have got the best court reporter in the State, Betty Lanphere, helping us today. That is a great consolation to us, and we appreciate it very much.

This is a hearing preparing American Indians for the 21st Century. This is to focus some attention on preparing American Indians for the 21st Century, particularly as it relates to the Goals 2000 legislation that is pending in the Congress, S. 1150.

This is the legislation the President has proposed and the Secretary of Education is to try to begin to put in place the goals for education in this country and put in place content and performance standards for our schools.

Let me begin by thanking Joe Abeyta and the school here, the Santa Fe Indian School for graciously hosting this hearing. They have been gracious hosts for many events that I have done in the time I have been in the Senate, and this is a superb example of the quality education that is being provided to some of our Indian students around the country, and we hope more and more of them as the years go by.

So I think any hearing on improvement of education is appropriately cited here at the Santa Fe Indian School, because the great work that they have done, and I look forward to continuing to applaud their successes as we move forwards.

As many of you are aware, the Goals 2000: Educate America Act sets out a comprehensive blueprint for helping the Nation to meet the problems and challenges of our current educational system from preschool through higher education.

Early this summer, the committee that I sit on, which is the Labor and Human Resources Committee in the Senate, favorably reported this measure out. We had bipartisan support. It is not a partisan issue. We hope for consideration of this legislation in the full Senate this next month, in September.

I filed an amendment earlier this month right before we went out of session, an amendment to the Goals 2000 Act, which would seek to ensure that American Indian students and parents and Indian tribal leaders and Indian educators are included in a full way in this landmark legislation to reform and improve and strengthen the Nation's education and work force training systems, and we hope that that amendment can be considered at the same time that we consider the full legislation next month.

Today we have three panels. The purpose is to explore the many ways in which American Indians can participate as equal partners in the process to reach national consensus on education reform, including the development of content and performance standards, and also the development of an assessment mechanism.

The first panel is Mr. Johnson. He is to address the administration's effort to reach out to American Indians in order to reach true consensus across the Nation. Because of scheduling problems, the Department of Education was not able to be here. They have provided us with a written statement, which we will include in the record at the beginning of our hearing.

[The prepared statement of the Department of Education follows:]

PREPARED STATEMENT OF THE DEPARTMENT OF EDUCATION

The Secretary asked me to submit this statement for your field hearing on American Indians in the national effort to meet our education goals by the year 2000. We appreciate the opportunity to participate, and the Secretary sends his best.

American education is in crisis. Our schools are not meeting the needs of students or the demands of our economy for a more skilled, more adaptable work force. In a system that is failing many children, the needs of Indian youth, in particular, are acute. Dropout rates are unacceptably high among Indian students, too many of whom live in poverty. Without comprehensive education reform across America, our Nation's strength is in jeopardy.

President Clinton's program for change—the Goals 2000: Education American Act—will dramatically reform our schools and workplaces by establishing high academic and occupational goals and standards and providing support to States, communities and others to help all students, and workers reach those standards.

The President's bill encourages a bottom-up approach to public school reform. Local school districts and States will develop their own improvement plans, tailored to their special needs. These comprehensive plans to help all students reach high standards will include the input of parents, teachers, administrators, and other members of the community. The input of Indian parents and tribal community leaders will be particularly critical. To ensure that the 10 percent of Indian students who do not attend public schools will also benefit from reform efforts, the Goals 2000 bill would reserve funds for the Secretary of the Interior.

Reauthorization of the Elementary and Secondary Education Act provides an additional opportunity to help Indian students in reaching the goals established in the President's reform bill. In order to support comprehensive reform strategies, ESEA reauthorization will focus on program coordination at the Federal, State and local levels, to allow schools to meet the needs of all students.

ESEA will support whole school reform strategies by allowing schools to develop plans that integrate program funds to create effective learning environments for all students. Indian education funds will continue to support activities that benefit and support Indian students, but schools will have greater flexibility to design programs that integrate Indian students, as well as their native language and culture into the life of the whole school. Parents, community members and Indian Tribes will play an important role in developing and supporting these efforts.

The vision of Goals 2000 and our upcoming reauthorization proposals incorporate the lessons of systemic education reform, as well as close study of the needs of Indians and other students. Again, thank you for this opportunity to express the Department of Education's views on this important topic. We appreciate your interest and welcome your input.

Senator BINGAMAN. The second panel will address recommendations to increase and strengthen tribal reputation in the decisionmaking process in our efforts to reform education.

I realize this is not the first time that we have asked for help from our tribal leaders in these matters, nor will it be the last. I think this legislation, though, that is pending the national level is an excellent opportunity for tribal leaders to provide leadership.

The third panel will discuss the local activities to increase educational opportunity for American Indians. We will hear about an exciting program within our State that works with families of preschool children, teaching basic skills at various levels to both parents and to children.

I am sure that you will hear today and will hear today that we face tremendous obstacles in our effort to reform the educational system. For a number of years I have supported the idea of setting goals, national goals, and I have introduced legislation on this subject in previous Congresses. Much of what I have urged is included in the Goals 2000 legislation that is now pending in the Congress.

I have been concerned, however, that the legislation as it is now pending does not go far enough to ensure the inclusion and participation of a very important segment of our population; that is, American Indian children, their parents and their tribal leaders. So we offered an amendment to ensure that American Indians have a voice in this process, to more effectively meet the needs and challenges of schools funded and operated by the Bureau of Indian Affairs.

The amendment also establishes a special panel on Indian education under the Secretary of the Interior. The panel would assist the secretary in developing a comprehensive education reform and improvement plan for the BIA funded schools. I believe Indian Tribes need to play a key role in the development of the reform plan that is called for in the legislation, and that is the only way it can hope to succeed.

Restructuring our educational system will not be a simple task. We face many challenges but we also have several advantages. We have a strong commitment by our President and our First Lady to this education reform effort. We have a diverse and dedicated citizens throughout the country willing to work together to improve the educational system and make it the strongest in the world.

I want to thank everybody who has taken the time to be here to hear some of our testimony this morning. I think we will have a very informative hearing as a result of the effort that has gone into this. And I want to particularly thank David Thompson, Beth Beck, Liz Gallegos, Chris Stone—who else am I leaving out—Carie Billy, Faith Russell. Faith is not on our staff anymore, but everybody else for the work in putting this together.

Why don't we start and hear from Mr. Johnson, who is with the Bureau of Indian Affairs out of their office and Superintendent for Education for the Defiance Agency. Why don't you go ahead and give us your views on where the American Indian community fits in the overall effort to reach national goals.

STATEMENT OF CHARLES JOHNSON, SUPERINTENDENT FOR EDUCATION, FORT DEFIANCE AGENCY, BUREAU OF INDIAN AFFAIRS, U.S. DEPARTMENT OF THE INTERIOR

Mr. JOHNSON. Good morning. It is a pleasure to be here.

My name is Charles. I am speaking on behalf of John Tippeconnic, Director of the Office of Indian Education programs. Dr. Tippeconnic regrets that he was unable to be here today and has asked me to convey the following message for him.

The bureau, through its tribal consultation process, has adopted the 6 national goals and added for its schools 2 related goals concerning school facilities and Indian culture and language. The goals are consistent with tribal views concerning solutions to problems and issues which portray needed school improvements for the American Indian student population educated under the auspices of the Bureau of Indian Affairs.

The Bureau of Indian Affairs has taken great strides toward implementing the 6 national goals, as well as 2 additional goals concerning Indian culture/language and school facilities. Let me give you a quick overview of some of our accomplishments in implementing the national goals.

One, school readiness: We have developed, implemented and presently fund 21 schools for early childhood development—parental involvement programs, which encompass children from birth to 5 years of age and the parents of these children. The program is entitled Family and Child Education (FACE). From birth to age of three, children and their parents are served by a parent educator who visits in their homes to help with the multitude of questions that participating in the effective schools model in which students achieve agreed upon outcomes. Monitoring and evaluation results indicate that the Effective Schools have increased enrollment, increased attendance rates, improved test scores, improved staff morale and involvement, higher expectations of students, safe and supportive environments, revised or better understood missions, comprehensive needs assessments, and a school improvement plan.

The fourth goal, mathematics and science. Efforts to improving math and science achievement in bureau schools include partnerships with the Sandia and Los Alamos National Laboratories, Junior Achievement of America, summer training programs for math and science teachers; and identifying additional math/science strategies, such as hands on learning.

The fifth goal, adult literacy and lifelong learning. Strategies for accomplishing this goal include increased efforts to improve adult education, tribal controlled community colleges, and Haskell Indian Junior College and Southwestern Indian Polytechnic. We also address goals of adult literacy and lifelong learning through the parent education component of the FACE program.

The sixth goal, safe and disciplined and drug-free schools. The bureau has implemented an alcohol and drug-free zone program for all schools. Alcohol and other substance abuse prevention programs are offered by all bureau schools.

The bureau's additional goals are addressed through tribal government, language and culture enrichment programs. Through these programs, by the year 2000, American Indian and Alaska Na-

tive students will be provided an opportunity to maintain and enrich their Tribal language and culture.

The second additional goal provides for safe, adequate school facilities which meet applicable health and safety codes.

This concludes my prepared statement. I would be happy to answer any questions that you may have.

Thank you.

Senator BINGAMAN. Thank you very much,

Mr. JOHNSON. Let me ask a few questions, and some of this will demonstrate the depth of my ignorance about the BIA schools, but I would rather demonstrate my ignorance than leave the hearing and not know the answer. So let me ask you a few questions.

How many students do we have in BIA schools in New Mexico?

Mr. JOHNSON. In New Mexico, I do not have those statistics, sir. I do not even keep up with the statistics in my own State of Arizona for the Navajo reservation. For my agency, now, I can tell you that.

Senator BINGAMAN. How about your agency? Tell us that.

Mr. JOHNSON. I have 2700 students in my agency.

Senator BINGAMAN. That does not come over into New Mexico.

Mr. JOHNSON. Two of the schools do, yes, sir.

Senator BINGAMAN. Which of those two schools?

Mr. JOHNSON. Chuska and the Crystal Boarding School.

Senator BINGAMAN. Now, do you include in the statistics you have given us here the BIA run schools or also those that are funded by the BIA?

Mr. JOHNSON. These include those which are funded by the BIA.

Senator BINGAMAN. For example, the Santa Fe Indian School statistics would be part of what you are talking about?

Mr. JOHNSON. Yes, sir.

Senator BINGAMAN. Because you provide funding, even though it is not run by the BIA, is that correct?

Mr. JOHNSON. That is correct.

Senator BINGAMAN. You indicate that you have two additional goals that have been agreed to by the Indian leadership, in addition to the 6 national goals that we are getting ready to legislate.

Mr. JOHNSON. Yes.

Senator BINGAMAN. Could you be specific as to what those goals are? You said that one deals with Indian culture, one deals with Indian language.

Mr. JOHNSON. Providing an opportunity for the students and the parents who wish for their students to have instruction in the areas of cultural programs and language and implementing those where the local people want them implemented.

The other regarding the school facilities, our effort is directed toward making all of these facilities safe and a healthy place for our students to be educated.

Senator BINGAMAN. But those two goals of providing an opportunity for those parents or those students that want to take advantage of it, that is not an outcome type of a goal. That is more an opportunity type of goal where the Government or the BIA has said this is one of the things we,re going to have as a goal, is to provide this opportunity. We do not know the extent to which Indian par-

ents or students will take advantage of it. Is that a fair assessment?

Mr. JOHNSON. We do not know whether all of them will take advantage of it, but we are confident that most of them will. And those goals came out of Indian goals for the year 2000.

Senator BINGAMAN. Let me ask on the FACE program. You say this is modeled after the parents as teachers program.

Mr. JOHNSON. Yes, sir.

Senator BINGAMAN. And we have 21 schools. You fund 21 schools for participation in this program at the present time. That is nationwide?

Mr. JOHNSON. Yes, sir.

Senator BINGAMAN. Out of how many schools is that? Do you know how many schools receive BIA funds?

Mr. JOHNSON. 184.

Senator BINGAMAN. Is that 184 elementary schools?

Mr. JOHNSON. That includes all schools, sir.

Senator BINGAMAN. How many of the 184 would be presumably high schools? Now, this Santa Fe Indian School starts at 7th grade, so you would not have this kind of a program funded here, I would not think, since this is an early childhood parenting type of a program. How many of the 184 schools would be appropriate for that FACE?

Mr. JOHNSON. I do not have that statistic, Senator, but we will be happy to provide that for the record.

Senator BINGAMAN. That would be useful to know that and also to know—are the funds that are being used for this separately appropriated, or are those just taken out of the operating budget of the BIA schools, or do you know where the funding for this comes from?

Mr. JOHNSON. No, sir, I do not have that information, either, but we will provide that for the record, also the source of the funding.

Senator BINGAMAN. Do you know if any of those 21 schools are in New Mexico?

Mr. JOHNSON. Yes, sir. The Chuska Boarding School has a program, so does the Torreon Day School. The Torreon school—I believe we have two people who will be on your panel this afternoon, two parents, who are involved in that program.

Senator BINGAMAN. All right. Do we know in the 21 schools where the program is presently, do we provide the program to all parents of children that want to participate, or is it a limited program?

Mr. JOHNSON. To the best of my knowledge, we provide it to those who wish to participate. However, we would be restricted by one thing, I think, and that would be space.

Senator BINGAMAN. Well, I would be anxious to get any more information I could on how this program is being implemented and what the schedule is for expansion of it into the remaining BIA schools. It seems to me this is a superb program.

I am familiar with the program as it operates in Mirrouri, and also it operates in a couple of our schools here New Mexico. I know they have got a very good program in the Las Cruces Public Schools along this line, which is sort of an experimental effort in

our State. But I would be anxious to learn whatever I could about the plans the bureau has for expanding this into other schools.

Mr. JOHNSON. In addition to the information you asked about the number of eligible schools for this program and the dollars, where they come from. We will provide you with a full description and report on this program for the record.

Senator BINGAMAN. That would be terrific. On high school completion, do we have good statistics now as to the completion rate in our various BIA schools? I mean, are you able to go school by school and say this is the completion rate, or this is the dropout rate? Or is that information not available?

Mr. JOHNSON. That is not available. We do have a program, as I said, a base. We are designing a basis for gathering the statistics and we will also provide that to you for the record.

Senator BINGAMAN. On math and science instruction, the National Science Foundation has provided, I believe, a $10 million grant to the State of New Mexico to upgrade math and science instruction in our schools, elementary and secondary schools. And I know that is a 3-year program, I believe. Do you know if the BIA is involved in working with the State to participate in that effort?

Mr. JOHNSON. To my knowledge, I could not answer that question, but I will get the answer for you from our central office in Washington. We will provide that for the record.

Senator BINGAMAN. That is a program that I think if the BIA is not involved, we need to get you involved, because that is an initiative that our First Lady Alice King has taken the lead on, and I think it does hold out significant promise for upgrading math and science instruction throughout our public schools.

It would be a shame if that occurred and the students in the BIA schools were not participating. So I think that would be a very useful thing to get you involved in.

Mr. JOHNSON. Yes, sir.

Senator BINGAMAN. Let me ask on this safe discipline and drug-free schools, is this a serious problem at the present time? Now, most of the BIA schools are elementary schools, are they not?

Mr. JOHNSON. No, sir. We have a number of high schools, too, but I guess the majority, yes, sir, would be elementary schools.

Senator BINGAMAN. Do you know of particular problems that relate to this Goal No. 6 that the BIA has encountered? Does the BIA have less of a problem with discipline in its schools or more of a problem with discipline in its schools than the public schools in our various states, do you know?

Mr. JOHNSON. I do not have that information, sir, but we will provide with you a report on the discipline in the schools, as well as the drug-free school program.

Senator BINGAMAN. I would just guess—and maybe some of our later witnesses can comment on this—I would guess that there is less of a problem of discipline in the BIA schools, but there is probably more of a problem of students dropping out. And wherever there is a disciplinary problem, you just have people basically dropping out of the system, too. Maybe that is a conclusion which is not in any way supported by the facts. I am just speculating entirely on that. Maybe we can get some testimony later in the hearing on that.

Well, thank you very much, Mr. Johnson, for being here today. I do think there is a lot of information that we need to obtain to ensure that the BIA schools are full participants in this effort to meet National Goals. I am encouraged by the fact that you do have at least this FACE, Family and Child Education program, and we are going to get testimony on that in our third panel, as I understand it. But that seems to me something that clearly should be expanded throughout the system, and maybe we can do some other things to upgrade BIA education or education in the BIA sponsored schools, as well.

Thank you very much for being here. I will let you go and we will look forward to hearing from you on the answers to those questions.

Mr. JOHNSON. Thank you, Sir.

Senator BINGAMAN. Our second panel is Tribal representation in the decision-making process, and we have three witnesses on this, Anita Pfeiffer, who is the Director of the Navajo Division of Education. If you would please come up.

And James Hena with the All Indian Pueblo Council. I haven't seen James yet today. He may still be en route.

And Joe Abeyta. Joe, why don't you come on up, too and Danny are you going to testify for the All Indian Pueblo Council?

Mr. SANCHEZ. Yes, I am.

Senator BINGAMAN. We are glad to have you here.

Mr. SANCHEZ. Thank you.

Senator BINGAMAN. OK. Why don't we start with Anita. Tell us anything you want about this set of issues. We are anxious to hear from you.

STATEMENTS OF ANITA PFEIFFER, DIRECTOR, NAVAJO DIVISION OF EDUCATION, NAVAJO NATION, WINDOW ROCK, AZ; JOE ABEYTA, SUPERINTENDENT, SANTA FE INDIAN SCHOOL, SANTA FE, NM; AND DANIEL SANCHEZ, SECRETARY TREASURER, ALL INDIAN PUEBLO COUNCIL (AIPC) ALBUQUERQUE, NM

Ms. PFEIFFER. Thank you. Mr. Chairman and distinguished members of the committee, my name is Anita Bradley Pfeiffer, and I currently serve as a Director of the Navajo Division of Education. President Peterson Zah sends his regrets as he is not able to attend. I make these comments on his behalf as a Chief Executive Officer of the Navajo Nation.

Navajo education should exemplify both the essence in Navajo culture in school curriculum, including Navajo history, civics and language, and the fundamental skills which reflect standards stressing competence in the 21st Century, such as math, science, computer operations and written and oral fluency in the English language. These skills are essential for the Navajos to be successful within the Navajo Nation and within the United States. The Dine' philosophy of education is the most fundamental element of reform within the Navajo Nation's educational system.

The focus on Navajo specific educational standards and on the development of a Navajo department of education with powers and duties comparable to State educational agencies became a central and organizing theme of the Navajo Nation Pre-White House Con-

ference. Further, the Navajo specific needs in the development of a Navajo Department of Education continue to serve as the guidelines for the current Navajo education reform.

On April 16, 1993, president Zah appointed a presidential Task Force of Navajo professional educators and representatives of the Navajo school community to assist in planning and developing the "Department of T'aa' and Education," a department which will function similar and equal to a State department of education. By definition, T'aa' Dine' Education refers to learning the knowledge and wisdom of the Navajo people.

The current educational endeavors on the Navajo Nation do not reflect Navajo thinking, planning or vision for the future of the Navajo Nation. For this reason, the Navajo Nation wants to take responsibility for the education of its children through the Department of T'aa' Dine' Education.

The Department of T'aa' Dine' Education will enable the Navajo Nation to assume responsibility and control over the education of Navajo students. As stated in the Navajo Nation Pre-White House Conference, "No Nation relations sovereignty unless or until it controls its own educational system."

The Navajo Nation has directed its attention to increasing the number of professionally trained Navajo teachers for the Head Start centers reservation-wide. The Navajo Nation has instituted an aggressive plan to develop Navajo language teachers for all schools located on the Navajo Nation. We have designed a Navajo specific curriculum for the Navajo Head Start centers. We are also seeking the formal adoption of our Dine' philosophy of education and working with five major universities to develop Navajo professionals. We are designing a clearinghouse for Navajo written materials for classroom use.

Indian nations must be allowed to implement truly tribal specific reform efforts which will be incorporated into the provisions set forth at State and local levels.

The Navajo Nations seeks amendment to the "Goals 2000" bill to ensure that the needs of American Indian children, both in the public school system and the Bureau of Indian Affairs school system, will be included throughout the systemic reform legislation.

The Navajo Department of Education must be authorized and viewed in the same manner that State departments of education are viewed with the authority to oversee and control the schools in their respective states.

There is currently support for Indian Nations to assume oversight and control over BIA education in the Indian Self-Determination and Education Assistance Act; however, Public Law 93-638 is not the solution to developing a Department of T'aa' Dine' Education or in assuming responsibility of a State education system.

Currently there is no avenue by which the Navajo Nation can exercise its responsibility of oversight and control over the State school systems. Federal legislation is necessary to support the Navajo Nation in the development of a Department of T'aa' Dine' Education. The current structure and system is not acceptable. It has failed Indian students and Indian education. There is a dire need for tribal control of education in all education systemic reform efforts.

In addition, in order to ensure sufficient tribal representation, the Navajo Nation recommends the following: (1) that an Indian tribal chairperson be appointed to the Navajo Goals Panel; (2) that an Indian tribal representative by appointed to the National Education Standards and Improvement Council, as well as other panels that develop school improvement plans at the State level; (3) that ten percent of the funds be earmarked to reform education for all American Indian students attending BIA and public schools; that the current amendment requiring State education officials to work with BIA school representatives be further expanded to include Indian public schools; and that the BIA and respective states work closely with each other with each respective Indian Government; (5) that a separate Indian Panel be developed to work with states to ensure effective reform of Indian education at the State and local levels.

We are Dine', the people. To disregard marginal lies, diminish this fact in the education process is detrimental to the individual and community psyche. Education should start with recognition, honoring and dignifying the individual student. Building upon these strengths and skills toward every increasing mastery of knowledge. It is neither reasonable nor sound policy to place responsibility for Dine' Education with any other governmental authority other than the Navajo Nation. Thank you.

Senator BINGAMAN. Thank you very much.

[The prepared statement of Ms. Pfeiffer follows.]

PREPARED STATEMENT OF ANITA PFEIFFER

INTRODUCTION

Mr. Chairman and distinguished members of the committee, my name is Anita Pfeiffer and I currently serve as the Director of the Navajo Division of Education. Peterson Zah sends his regrets as he is not able to attend. I make these comments on his behalf as the Chief Executive Officer of the Navajo Nation. In calling for this hearing and in our developing this testimony, you have pushed us to succinctly bring all of the various parties on Navajo together. This means that my remarks on behalf of President Zah are only a broad stroke of educational issues on the Navajo Nation. For example, the Navajo Nation Council-Education Committee has been over the last several months holding education hearings to hear from Navaj citizens. The comments herein incorporate the general concerns and priorities of Navajo parents, students, and educators.

I appreciate the opportunity to express the Navajo Nation's concern regarding S. 1150, "Goals 2000: Educate America Act." The Navajo Nation has had previous discussions with the past administration on education reform in Indian country at the Navajo nation Pre-White House Conference on Indian Education in September, 1991 in Flagstaff, Arizona. We also participated in extensive discussions with the past administration at the white House Conference on Indian Education held in January, 1992.

The Navajo Nation views this hearing as an initial positive step in continuing the dialogue concerning Indian Education and how it relates to the current Administration's initiative on educational reform. This hearing is a notable opportunity for the Navajo Nation to persist in its efforts in establishing our own Navajo department of education. We commend the Senate Committee on Labor and Human Resources for engineering President Clinton's Education Reform Bill and demonstrating a commitment to deal with the distressing educational dilemmas existing today in the United States.

THE NAVAJO NATION

The Navajo Nation is the largest Indian Nation in the United States with a total population of 219,196 enrolled members (13 percent of all Indians nationwide). The Navajo reservation is also the largest in size (36 per cent of all Indian lands in the

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lower 48 states), spanning more than 17 million acres which is approximately the size the state of West Virginia.

The Navajo Nation is a young nation—approximately half of our people residing on or near the Navajo reservation are below the age of 21 (75,084 of 151,105 Navajos in 1990). The Navajo Nation firmly believes that the future of our nation depends heavily on educating our youth. However, educational statistics on the Navajo Nation are dismal in comparison to the rest of the country. Only 43 percent of Navajos 25 years or older have high school diplomas, and only five percent of Navajos 25 years or older have at least a bachelor's degree. In comparison, 75 percent of the U.S. population 25 years or older have high school diplomas, and 20.3 percent have at least a bachelor's degree.

These statistics are alarming, however the Navajo Nation is committed to leading our people out of this disheartening state of education. President Clinton's Education Reform Bill calls for educational improvement. In addressing the reform of America's education system, S. 1150 must prioritize immediate education reform on Indian reservations, since the worst educational problems plague Indian country.

HISTORY OF EDUCATION ON THE NAVAJO NATION

The Navajo Nation has a long history and a special relationship with the U. S. Government in regard to education. The Treaty of 1868 marked the beginning of formal education for Navajo children. The provisions of the Treaty obligate the United States government to ensure that quality education be provided to Navajo children. By the terms of this Treaty, the United States accepted the responsibility of providing education to Navajo children.

In fulfilling its obligation, Congress passed the Johnson-O'Malley Act of 1934. The Act allowed the United States Department of Interior to make contracts with off-reservation public schools. These contracts arranged for the public schools to educate Indians living on the reservation. However, public schools had no interest in following through with the Act at that time. Public schools were unwilling to enroll Navajo students from the reservation until 1953 when Congress passed Public Law 81-874, which compensated school districts for educating reservation American Indian children, and Public Law 81-815, which allocated funds to build schools in said districts.

The Navajo Nation too has fulfilled its obligation in making sure that Navajo children are educated. In an effort set forth by the Navajo Nation Council, the Navajo Division of Education was established in 1971. Other notable efforts set forth by the Navajo Nation include: the establishment of a Navajo Head Start Program in 1965; the establishment of the Navajo Community College in 1968; the establishment of the Crownpoint Institute of Technology; their adoption of the Navajo Education Policies of 1984. These major efforts and others still in effect reflect the Navajo Nation's commitment to improving Navajo education.

PHILOSOPHY OF DINE EDUCATION

The Navajo Nation's primary responsibility is to ensure quality education for the Navajo People. The Navajo Nation has initiated efforts to adopt a philosophy of Dine Education for Navajo children, emphasizing a harmonious life attained through beauty, peace and joy. The philosophy is based on the idea that the balancing of sacred principles from the four (4) cardinal directions, allows for obtaining a strong foundation as a Dine. By doing so, one is better able to make wise individual and community decisions. The "Beauty Way" encompasses a life of respect and reverence for Mother Earth and the environment. The Navajo way of thinking is exemplified through the Dine' culture and traditions. We must keep our traditions alive in educating our children.

Ideally, Navajo education should exemplify both the essence of Navajo culture in school curriculum content including Navajo history, civics and language1 and the fundamental skills which reflect standards stressing competence in the 21st century, such as math, science, computer operations and written and oral fluency in the English language. These skills are essential for Navajos to be successful within the Navajo Nation, and in turn within the United States. The Dine philosophy of education is the most fundamental element of reform within the Navajo Nation's educational system.

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CURRENT EDUCATION ON THE NAVAJO NATION

STRUCTURE OF SCHOOL SYSTEMS ON THE NAVAJO NATION

There are a total of 404 schools located on the Navajo Nation: 156 Head Start Centers, 161 elementary schools; and 66 high schools with a total of 71,490 students. There are six (6) types of school systems on the Navajo Nation: 1) the New Mexico Public School System; 2) the Arizona Public School System; 3) the Utah Public School System ; 4) the Bureau of Indian Affairs School System; 5) the contract/Grant School Systems; and 6) the mission/private School System.

The education of Navajo students depends mainly on federal funding. Navajo students attending public schools receive services through supplemental educational programs such as, Chapter One, Chapter Two, Title VII, Johnson O'Malley and the Indian Education Act. However, these programs receive only a small percentage of the overall amount granted to support the basic programs. The Impact Aid Program (PL. 81-874) provides the most funding1 with 30 percent of total operating revenue for public schools functioning on or near the Navajo Nation.

BIA schools are primarily federally funded. While public school are administered under their respective state department of education, the BIA schools are federally administered under the BIA-Office of Indian Education Programs pursuant to PL. 95-561. Contract and Grant schools acquire funds through federal grants and are administered under the provisions of PL. 93-638 or PL. 100-297. All school board members are elected through state election laws for the public schools and tribal elections laws for BIA schools and contract/grant schools. Mission schools are private schools which function with tuition and private donations.

Although statutory authorizations were issued for Indian education programs through legislation1 the schools within the Navajo Nation have not received an adequate amount of funding for education programs. The Navajo students face an added dilemma due to the economic conditions on the reservation. All to often, there is inadequate housing1 lack of water and indoor plumbing1 lack of electricity1 heating and refrigeration in homes, and lack of funding for roads and facilities. Our Navajo students face additional challenges outside the provisions of a supportive and conducive learning environment available to other children in the United States.

NEEDS FOR NAVAJO EDUCATION

Despite the number of schools that serve the Navajo Nation, a significant number of Navajos endure disproportionately unsuccessful education systems. The extreme lack of competent school systems is due to the lack of consideration to integrating the Native culture of Navajo students into the schools' curriculum and programs; the shortage of competent teachers, ineffective programs1 inadequate school transportation and school facilities; inadequate funding for all programs including the vocational and post-secondary institutions; and inconsistent requirements of the differing school systems. In order to effectively educate Navajo students, all school systems must address these major deficiencies comprehensively and inclusively.

By every measure, the educational state of Navajo students is well below that of any other ethnic group in the United States. Measures of achievement, school completion1 and college attendance indicate performance levels far below those associated with the worst urban educational systems. The schools serving Navajo children are not providing these children with the opportunities that they need and deserve. Meeting educational needs for Navajo children is essential in order for them to be educated effectively and to be competitive within the United States work force. This way of life can only be attained if education on the reservation is fully reformed.

In addition to the Navajo specific needs, all schools on the Navajo Nation must comply with their respective state's educational requirements. This presents a unique challenge and problem1 as the Navajo Nation spans into three states. The curriculum and graduation requirements vary depending on the type of school system, inconsistency in meeting requirements of the systems and developing curriculum for Navajo students. Therefore, in order to include more culturally relevant curriculum, the Navajo Nation must negotiate with three or more different educational entities.

NAVAJO NATION REFORM INITIATIVE

The Navajo Nation initiated reform by the adoption of the final report of the Navajo Nation Pre-White House Conference on Indian Education in September, 1991. At this conference, Navajo Nation leaders, educators, students, parents and advo-

cates expressed their concerns for the improvement of American Indian education. The Navajo Nation Pre-White Conference began by focusing on two (2) basic questions about the education of Navajo children: 1) How much are Navajo children actually learning in school? 2) Does the curriculum meet the needs of Navajo children actually learning in school?

The primary educational needs as presented at the conference were:

1) an intensive and ongoing staff development program for teaching staff, administrators and support staff;

2) development of an academically rigorous, culturally appropriate curriculum in which academic content of expository writing skills and critical thinking are stressed;

3) development of programs which result in more school completion, higher academic achievements, strong ambitions to attend post-secondary schools and greater school attendance;

4) more competent teachers; and

5) adequate funding to implement education reform on the Navajo Nation.

The focus on Navajo specific educational standards and on the development of a Navajo department of education with powers and duties comparable to state educational agencies became a central and organizing theme of the rest of the Navajo Nation Pre-White House Conference. Further, the Navajo specific needs and the development of a Navajo Department of Education continue to serve as the guidelines for the current Navajo education reform.

NAVAJO EDUCATION GOALS: ESTABLISHING T'AA DINE EDUCATION

The Navajo Nation's primary goals is to improve the poor state of education existing on the Navajo reservation. Not only must they master high technical skills (If Navajo students are to experience their full measure of social and economic progress)1 but Navajo students must also maintain their Dine way of life. Ultimately, the productivity of schools serving Navajo students must be dramatically altered as well as the social and economic infrastructure to support education reform on the Navajo Nation needs to be enhanced.

The Navajo Nation is aware of the fact that in order for the Navajo People to improve the currently socioeconomic conditions that exist on the Navajo Nation, an educational system that enriches and perpetuates the use of Navajo language and Navajo culture must be developed. I have fully support the need to improve the quality of education through educational reform, restructuring and reorganization of the schools an schools systems presently serving Navajo children.

On April 16, 1993, President Zah appointed a Presidential Task Force of Navajo professional educators and representatives of the Navajo school community to assist in planning and developing the "Department of T'aa Dine Education", a department which will function similar and equal to a state department of education. By definition, "T'aa Dine Education refers to the Learning of the Natural Order Of The People".

The function of the Task Force is to examine the mechanisms in which the Navajo people will conduct and direct the educational system most appropriate for Navajo children. As previously stated, the current educational endeavors on the Navajo Nation do not reflect Dine thinking, planning or vision of the future for the Navajo Nation. For this reason, the Navajo Nation wants to take responsibility for the education of its children through a functional "state department of education", the Department of T'aa Dine Education.

The Department of T'aa Dine Education will enable the Navajo Nation to assume responsibility and control over the education of Navajo students. As stated in the resolution of the Intergovernmental Relations working group of the Pre-White House Conference, "No nation realizes sovereignty unless or until it controls its own education." The responsibility of Navajo education involves assuming responsibilities which state departments of education exercise over education in the 50 states. This would entail making critical decisions concerning education, allocation of funds, curriculum requirements, graduation requirements, textbook selection, teacher certification, counseling services, support services, and designing Navajo specific curriculum in areas such as Navajo language, Navajo civics and Navajo history. The responsibility also involves developing joint agreements with state department(s) of education who currently have jurisdiction over the education of Navajo children and are reservation based.

Due to its size and its geographic location, the Navajo Nation in consideration of an effective and efficient method to achieve a workable relationship with the State Department(s) of Education, will develop joint partnerships to assume control and

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responsibility in areas such as teacher certification, graduation requirements, and technical assistance

The joint agreements will proceed on a Successive Actions Plan as authorized by the Navajo Nation. Initially, the Task Force on T'aa Dine Education has determined a Successive Actions Plan in moving toward a more specific Navajo education system, and to create a "wellness" track for Navajo youth and Navajo communities with a "nation-building" emphasis. Eventually, the Navajo Nation will develop an education system that ensures a more effective and relevant education for Navajo students.

The Successive Actions Plan for the Department of T'aa Dine Education incorporates the current initiatives and development of Navajo education functions and authorization with the intent to add other state function progressively in the future. For example, the Navajo Nation has directed its attention to increasing the number of professionally trained Navajo teachers for the Head Start centers reservation-wide. The Navajo Nation has instituted an aggressive track to develop Navajo language teachers for all schools located on the Navajo Nation, design of a Navajo specific curriculum for the Navajo Head Start Centers, seeking the formal adoption of the Dine' philosophy by the Navajo Nation Council, working with five major universities to develop Navajo professionals for language instruction and designing a clearinghouse for Navajo written materials for classroom use.

NAVAJO NATION'S INTEREST IN THE EDUCATION REFORM BILL

The significance of "Goals 2000" is its incentive to promote national education goals1 increase educational expectations by integrating high standard for all students and schools, motivate state and local school reform to generate efforts to make high expectation standards a reality, and contrive a foundation for an effective national job training system. These incentives are to be carried out through two federal panels: the National Education Goals Panel and the National Education Standards and Improvement Council. Nearly $400 million in FY 1994 funds are available to states for grants and to local educational agencies for sub grants to develop school reform plans.

It cannot be stressed enough that the Navajo Nation needs economic growth and opportunities. The proposal from the Navajo Nation requires a holistic approach to creating "wellness" in schools and communities. Indian Nations must be allowed to implement tribally specific reform efforts which will be incorporated into the provisions set forth at state and local levels. This is the primary reason that it is so critical and vital for Indian Nations to have representation at these levels.

INDIAN EDUCATION REFORM WITHIN "GOALS 2000"

The major efforts of Indian educators set forth in the White House Conference on Indian Education, held in January, 1992, depicts the exceptional dedication of Indian Nations in attempting to improve instruction and learning for Indian children. The purpose of the conference was for Indian educators to develop recommendations to improve Indian educational services. At the conference, a total of 133 resolutions were adopted, encompassing a broad array of issues many similar to the "Goals 2000" National goals: literary; student academic achievement; and higher school graduation rates; safe, alcohol/drug free schools; exceptional education; readiness for school; adult education; lifelong learning; parental, community and tribal partnership; well-being of Indian communities, and delivery of services.

Therefore, the role that Indian educators will play in President Clinton's education reform bill is vital. The Navajo Nation is more than willing to execute the provisions within "Goals 2000" if the initiative can ensure that Navajo children will receive the same quality of education that other children receive in any other part of the United States. As I stated beforehand, measures of achievement, school completion, and college attendance are far below those associated with the worst urban education systems. Therefore, S. 1150 should particularly emphasize education reform for American Indian children.

Recommendations to confirm that the education reform bill will ensure improvement of American Indian education and Navajo Nation education goals.

The Navajo Nation seeks amendments to the "Goals 2000" bill to ensure that the needs of American Indian children, both in the public school system and the Bureau of Indian Affairs school system1 will be included throughout the systemic education reform legislation.

The Navajo Department of Education must be authorized and viewed in the same manner that state departments of education are viewed with the authority to oversee and control the schools in their respective states. There is currently support for Indian Nations to assume oversight and control over BIA education in the Indian

Self-Determination and Education Assistance Act , however, P.L. 93-638 is not the solution to developing a Department of T'aa Dine Education or in assuming responsibility of the reservation-based state education system.

There currently is no avenue by which the Navajo Nation can exercise its responsibility of oversight and control over the state schools system(s). Federal legislation is necessary to support the Navajo Nation in the development of a Department of T'aa Dine Education. The Indian Self-Determination and Education Assistance Act and the Indian Education Amendments of 1988 are legislation that allow Indian Nations to assume control over the existing systems and structures. The current structure and system is not acceptable, it has failed Indian students, Indian education, therefore, there is a dire need for tribal control of education in all education systemic reform efforts.

In addition, in order to ensure sufficient tribal representation1 the Navajo Nation recommends that an Indian tribal chairperson be appointed to the National Goals Panel. The Navajo Nation also recommends that an Indian tribal representative be appointed to the National Education Standards and Improvement Council, as well as other panels that develop school improvement plans at the state level. Since there are 184 federally funded schools for American Indian children located on Indian reservations throughout the nation, and since almost half of these are currently functioning under Indian tribal school boards in which tribal governments are sanctioned, the appointment would recognize the vital educational role of Indian Nations.

Other amendments should address The Reservation of Funds for BIA Schools. The current language of "Goals 2000" reserves one percent of the appropriated funds for BIA schools. This is not acceptable. The Navajo

Nation recommends that ten percent of the funds be earmarked to reform education for all American Indian students attending BIA schools. Of

these funds, no specified system exists as to how the funds will be divided, much less how all American Indian students will benefit from the grants. The Navajo Nation urges the Committee support an amendment to address exactly how funds granted to BIA schools will be appropriated.

The Navajo Nation also recommends that the current amendment requiring state education officials to work with BIA school representatives be further expanded to require the BIA and respective states to work closely with each respective Indian government, in order to incorporate effective educational reform for all American Indian children. The Navajo Nation recommends that a separate Indian Panel be developed to serve work with states to ensure effective reform of Indian education at the state and local levels.

Without input from Indian educational officials as to how education will be improved for American Indians, nationwide education reform will not occur effectively.

"GOALS 2000" IN RELATION TO NAVAJO EDUCATION GOALS

President Clinton's intentions are to initiate a nationwide education reform program in which all children within the United States will be competently educated. This initiative is achievable. However, at this point1 it is not yet realistic for American Indian students. The only way in which American Indian students can benefit from the President's initiative is if further American Indian provisions are implemented into S. 1150 to meet American Indian educational needs.

Again, the Clinton administration initiative is commendable. Hopefully, I have depicted the quality and state of education existing not only in the Navajo Nation, but in all of Indian country. This "Goals 2000" will generate an overall education reform which will result in children being very knowledgeable in all aspects. However, this can only be achieved if S. 1150 is amended to meet American Indian education needs.

When this legislation is put into effect, the Navajo Nation will benefit in numerous ways1 such as having a representative on the distinct panels that S. 1150 cites, working in a cooperative manner with the BIA and the distinctive states, and having adequate funding to effectively reform education on the Navajo Nation. The Navajo Nation will be able to implement a productive educational reform program suitable to Navajo children. Not only will each Navajo child be given quality education similar to the education given to other children off the reservation, but the Navajo Nation itself will prosper as a sovereign Nation, with the authority to control the education outcomes of the future of the Navajo Nation, beyond the year 2000.

Senator BINGAMAN. Before I ask any questions, let's hear from each of the witnesses. Joe, why don't you go ahead and give us your perspective on things.

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Mr. ABEYTA. Good morning, Senator. I would like, first, to take this opportunity to welcome you, your staff and all of the people that have gathered today for these hearings to our school. Senator, I would also like to take this opportunity to invite everyone in attendance to lunch with us. We have prepared a noon meal and it would be an honor for us to have everyone gathered today to come over and join us for a bite to eat.

I would also like to recognize the Governor from San Juan Pueblo who is in attendance today, Governor Garcia. I would like to recognize the Lieutenant Governor from San Juan, Mr. Joe Garcia. Senator, the Lieutenant Governor from Tesuque Pueblo is here also, Mr. Vigil. And I would like to recognize two members that are from our school board: The Chairman of the Board, Mr. Bernie Teba, and member Greg Histia. I also want to recognize the officer from the All Indian Pueblo Council, Mr. Sanchez, and certainly all of the other people that are gathered here from the Navajo reservation and from other Tribes to be part of this testimony.

We have prepared a formal response that we have made available and that we would like to submit for the record. However, I would like to take just a couple of minutes to share with you our reaction and a response and to do it without reading from our document.

I think that it is important and I think it is extremely significant that the Congress is taking the position that it is in regard to education for all Americans. It is significant that there is some energy being expended in regard to improving opportunities for all of our children.

Obviously, as an Indian person directly associated with an Indian School and from an Indian community, there are any number of concerns that we would like to share with you in regard to how this legislation or how this proposal for improving education in this country impacts Native American students.

First of all, that one percent set aside probably is not going to be enough. I don't know how accurate, Senator, our figures are, but we are talking about $400 million. One percent is something like $4 million. After you take out administration, after you do all the things necessary to deliver the program, one percent for all Indian schools and other people that the legislation defines for that one percent, it is not a lot of money.

I want to share with you a thought, Senator, in regard to this one percent and a point that I would like to make that it is not enough. The legislation as good as it is neglects one significant area that should be considered. And it may very well be that with this particular legislation here is an opportunity to address a need and an issue.

Indian Tribes, historically in this part of the country, up and down the Rio Grande particularly, have been totally dependent on public schools and totally dependent on the Bureau of Indian Affairs for education, totally dependent particularly in regard to funding, in regard to the administration, the organization of program.

Senator, I ask that there be some consideration to the possibility of making dollars available directly to Tribal Governments for the administration and for the organization and the development of

their own programs as they see them, as they choose to organize them and as they choose to administer it.

I don't think that there is any question that Indian Tribes throughout the country are wanting more and more to participate in this very, very critical activity called education. And, quite honestly, their participation has been limited by my opinions some shortsighted legislation that really hasn't extended meaningful opportunities to the people, to the leadership in our communities that have got agendas regarding education.

And I might point out before I move to the next point, that Indian education, education of Indian people in our communities has gone on for hundreds and hundreds and hundreds and hundreds of years and continues to go on as is exemplified by the fact that we are still here.

The fact that we are still here is directly related to the education program that exists within our communities, and I believe that there is an opportunity through this legislation for this country to recognize that fact and to extend to the leadership in our communities an opportunity to strengthen it, to develop community programs.

The six goals that are discussed in the legislation are great goals. They are good goals. I am sure that lots of people have spent a lot of time organizing these goals and summarizing them. I imagine there have been a lot of arguments about which goal is more important than the other. Beyond the statement of the goals, beyond the definition of these goals, Senator, it is so very, very important from an Indian perspective that we be allowed to participate in a full and meaningful role on those committees that are discussed in the legislation and to be part of that group that designs the strategies for implementation of the goals.

It is so important for me, and I am going to say it one more time—it is absolutely critical that Indian people be allowed to participate at the highest level of organizational structure that is discussed in this piece of legislation, number one. And, number two, it is absolutely important that Indian people be allowed to work out and to detail the strategies for implementing this idea; otherwise, these great and wonderful goals in some cases may hurt us.

As an example, one of the first goals discussed is "School Readiness." Who in the world is going to argue school readiness? I mean, that's a great goal. It is a good idea and all of the ideas that go along with that. But, Senator, consider for a second, if we are not careful and school readiness gets translated into more English at an earlier age, it impacts very, very negatively an Indian communities perspective regarding the value of native language and culture.

I am not going to belabor this. I could go through each one of the goals and attempt to show you that there are different perspectives when it comes to implementation. And the only way to reflect that perspective is to allow Indian people personally, people like Anita Pfeiffer, to be directly involved in the organization of the strategies to carry out these goals.

In regard to goals and standards, Senator, I also believe that we need to be cautious about avoiding unfair expectations. In education reform historically we have come up with expectations and

standards, and we have done very, very little to support the implementation of those strategies in terms of finance and budget. And people go away sour in regard to those kind of efforts.

Indian education, education nationally needs some serious attention and needs some serious help. What it doesn't need at this particular stage is a system, or as an idea or a concept, a law that, in fact, is going to turn people more against education rather than supporting it, helping it the way that this legislation intends.

I would like to ask that that component in the legislation that has to do with research be expanded. On this particular campus I would like to think that one of the reasons that we have succeeded is because we have taken it upon ourselves to State hypotheses in regard to what we think will work. We have taken an opportunity to test those hypotheses with children that are real and with issues that are current and real, and as a conclusion, to come up with some principles, to come up with some ideas regarding the needs of our kids.

I think that there is a tendency—and I can understand it, and as a matter of fact, in some cases have been a part of it, but there is a tendency to give to universities, to give to large corporations responsibility for developing strategies and developing solutions. It turns out, my experience is, that universities are the primary resource for doing research. They are the people that Government goes to for finding solutions.

Consider for a second that there are committed people in all of our schools that believe in what they are doing and have some significant ideas about what can be done to improve the job that they are doing, but they are very seldom listened to. There may be an opportunity through on-site research to allow schools and Indian organizations to identify strategies and solutions themselves and to be given help in terms of resources to investigate their hunches and then be supported in the implementation of the ideas that they come up with.

I think that there is a lot that has already been said over a long period of time, that when you get people invested in their own future, when you get people interested in coming up with solutions to their particular situation, you go much further than you do when those ideas and suggestions are imposed from the outside.

So consistent with that idea, research, on-site research particularly, and opportunity for local schools, local districts to investigate solutions and then to be supported in the implementation of those ideas could be a significant addition or could be a significant part of this whole idea.

In my opinion, there is a significant piece missing from all of this, and I have tried hard to organize a thought or organize myself to discuss this with you, and I hope that it comes out the way it was intended. The entire piece of legislation talks about traditional education. Let's raise standards in math. Let's raise standards in science. Let's make kids better prepared to consume and to be learners in the system that exists.

As I read the legislation, it is directed to everything that we normally define as education and everything we normally accept as responsibility of schools. The fact of the matter in regard to 1993, and I predict to the future, is that there is a growing awareness

in regard to a void. And that void has to do with the fact of developing the human being organizing program and strategy that assists the individual in strengthening themselves in terms of character, in terms of commitment to a philosophy, a belief in life.

And if you don't consider this second part, in my opinion, we are going to—and I don't mean to be facetious, but have some very, very educated, very, very, very intelligent, extraordinary human beings that are cheaters and liars and crooks.

There is an opportunity in this legislation for once, probably unprecedented, to begin to look at how you develop the entire human being and how you match up an agenda that has to do with the human spirit, that has to do with the individual as a caring person responsible for his own future, responsibility for his neighbor's future, concern for the environment and maintaining the integrity of this continent and this country and this universe, and match that up with the legislation as it stands now intended to raise standards regarding math and science and all those other issues that are traditionally part of any approach to education.

I didn't see it mentioned—and possibly there is good reason for it, but I would be negligent in regard to all of the 19 Pueblos and this school particularly if I didn't ask about facilities. Standards, goals and objectives that are laid out, ideas for improving the quality of education to an extent are dependent on the facilities available to support those ideas.

Right now there is not money available. And if there is, it is tough to figure out where it is and tough to figure out how to get to it. But I would venture to say that Indian schools that I am familiar with are for the most part old, they are run-down, they are inadequate in regard to a contemporary agenda of education, and there needs to be some support in regard to facilities, new schools, some new construction to support this agenda that is before us in regard to the year 2000 and education for all Americans.

The last thing that I have got on my things to try to emphasize and communicate to you, the last thing, Senator, is this idea that I alluded to earlier, and it has to do with on-site research. I think and I hope that this isn't arrogant; it is not intended to be. But you know us; you are familiar with the school; you have seen it over the last 17 years grow. We have had some success and I am proud of that success but not so stupid as to rely on that for the future but rather to look at how we are going to get an edge for ourselves and how we are going to continue to grow and how all Indian education is going to grow.

Senator, consider for a second the possibility of identifying Santa Fe Indian School as a site for the development of some of these strategies that would then become part of the national agenda. There is a capability here. There is a competence here. We have got an extraordinary cross-section of young people. They come from the pueblo community. They come from the Apache community; they come from the Navajo community; they come from the Hopi reservation. They come from Tribes throughout the country.

It would be a special boost for this school if we were able to participate this in a way that probably is not defined now but in a way that would allow us to share the school some ideas that we have

got and to develop this issue of on-site research as this legislation goes forward and is developed.

Once again, the formal testimony has been prepared. It is available for you. And in conclusion, thank you again, Senator. And everyone be reminded that you are invited to lunch. It would be an honor for us to have all of you there. Senator, thank you very much.

Senator BINGAMAN. Thank you very much. I appreciate that.

Mr. Sanchez, why don't you go ahead and make whatever statements you would like for the All Indian Pueblo Council.

Mr. SANCHEZ. Thank you, Senator. Good morning, Honorable Governors, honored guests, ladies and gentlemen. My name is Daniel Sanchez. I am the Secretary Treasurer for the All Indian Pueblo Council. I am also a member of the Acoma Pueblo.

Senator Bingaman, Chairman Hena sends his special greetings to you and had asked me to convey his regrets for not being able to be with us today. As you know, Chairman Hena has been active in Indian senior citizens affairs, and he is now attending such a meeting out of State. He did prepare testimony for the All Indian Pueblo Council, and he requests that this testimony be made part of the record.

Senator BINGAMAN. We will do that, and I also would just advise all the witnesses, we will include the full testimony of each witness in the record.

Mr. SANCHEZ. Thank you. I will only summarize his prepared statement and call your attention to the generalized approach he used in regards to S. 1150. There was not enough time to prepare in-depth testimony since we received the information about this hearing, a copy of the bill, only Thursday last week; so this is going to be a rather short one. We will probably submit more in-depth testimony later on. Because of all the other activities we are involved in, we just didn't have the time, and he wants to relay this to you.

In the absence of a detailed examination, however, the chairman wanted me to emphasize that AIPC supports the intent of the bill but hopes that a section of the bill would be devoted to setting out the overall concepts as stated for the Nation but target under a specific section those elements that are peculiar to Indian education through the Bureau of Indian Affairs, schools, public schools, including postsecondary schools within the framework of the Government-to-Government relationship that is established and have operated today between the U.S. Government and Indian Tribes.

He feels the implementation of S. 1150 could very well function better if PL 93-638 as amended became applicable to those elements of S. 1150; those that lend themselves to, of course, this type of approach. Also, that provisions be included that would ensure direct funding to Tribes without the state's involvement.

Perhaps consideration of the Administration for Native Americans, or ANA, in the Department of Health and Human Services for direct grants may be the vehicle but elimination of the competitive requirement that ANA operates under must be removed at least for the programs that will become available when S. 1150 is enacted into law. These, of course, are included in the longer prepared statement that I have submitted to your staff, Senator.

I want to include a personal view at this point, and I want to speak not necessarily in behalf of the All Indian Pueblo Council or the 19 Governments that I represent but as an individual, taxpayer and citizen. I want to speak in behalf of the independent schools. I realize that 1150 is looking at the framework of the overall education reform, but it doesn't necessarily address independent schools. And I realize that states and the Federal Government has very little control over these types of institutions.

But I also noticed in my own experience that the majority of folks who are in congress or members of congress today have attended the most prestigious institutions this country has to offer. I am talking about public—private schools, and private schools in the postsecondary level.

Educational reform should offer options. I personally am working on putting together a foundation that will help kids who want this option. One thing I have seen, my experience, is that Federal programs, even in the State programs, offer a great deal of programs that address the folks in the middle of the bell-shaped curve and also at the bottom end, but I have seen very little at the top end; those kids who are the cream of the crop, those kids that are probably in the top 5 or 10 percent who excel and who need quite a large—well, let me say it this way:

They need the challenge. They need a challenge of being a part of the bigger society. I have nothing against parochial schools. And I am not speaking, of course, anything negatively about it, or public schools. But I think independent schools offer that. This, again, of course, as I said is my personal opinion. I would like to see perhaps seed money or dollars set aside for this type of option.

What I have seen—I always use two examples of kids who have succeeded in independent schools. What I have seen is that success does breed success. Having given them a chance to rub elbows with kids who come from the upper— I guess, the top 5 or 10 percent of folks in this country who have all the wealth that send their kids to these kind of schools and allowing kids to—kids whose parents want to, allowing them to go to these type of schools, I think, should be made available.

I think it is good. I think it doesn't take anything away from the public schools nor the BIA schools. I think that it would bring in an element that is missing for Indian kids, because most Indian kids can not afford to go to these kind of schools, although these kind of schools do offer scholarships.

What I am looking for, I guess, is some way to supplement, to help these kids. You are not going to get all of the 5 or top 10 percent of Indian kids into these kind of schools. You never will. It just doesn't work that way. But I just wanted to make mention and to enter into the record that this be considered, Senator, in the overall picture of what S. 1150 is looking at.

One more thing I want to say, and these are the views of the All Indian Pueblo Council, is that we want to have—and I think the Superintendent Joe Abeyta has already made reference to it—we need to be a part of implementation and writing of the regs. I have seen too many times when regs: come out, and it is given to the policy makers and to agencies, and it is not exactly interpreted as the law was intended to be interpreted.

I was in Washington, DC just a week ago looking at the JTPA regs. I believe it is 477 that was passed a year ago, and the regs do not reflect what the legislation intended, so we would like to be a part of this process.

And in closing, AIPC supports the bill and hopes that special attention will be given to Indian education needs, because the goals and objectives expressed in S. 1150 are certainly the same and have been for Indian education for some time now. Thank you, Senator.

[The prepared statement of Mr. Hena follows.]

PREPARED STATEMENT OF JAMES S. HENA, CHAIRMAN, ALL INDIAN PUEBLO COUNCIL

Senator Bingaman, thank you for inviting the All Indian Pueblo Council to submit testimony regarding S. 1150, "Goals 2000: Educate America Act," specifically, we will discuss those aspects in the total education process that deal with Pueblo Indian education within the broad framework of the bill.

To put a necessary perspective to the objectives and goals which we aspire to, we want to start by saying that the "Albuquerque Journal" on August 12, 1993, reported that Pope John Paul II, and we paraphrase, "admitted that Christian colonizers abused indigenous peoples in the Americas; authorities did not appreciate spiritual and cultural values of indigenous people nor listen to their complaints, and went to say that he pledged support for the legitimate and just demands of indigenous peoples." This is most admirable and we hope America will listen and give value to our spiritual and cultural differences that make us unique citizens of America, and still allow us to live in the greatness that is American. As many of us have come to accept, America's Indians are always on the lowest level of social and economic indicators no matter who does it. We also know that to change this, we must have education that fits our way-of-life but prepared us to be contributing citizens of this great country.

Today, eleven (11) Pueblos still have Bureau of Indian Affairs (BIA) schools, primarily from first to sixth grades. After that, many of the students enter the Santa Fe Indian School (SFIS), operated by the all Indian Pueblo Council (AIPC), while others enroll in public schools near the Pueblos or in non-Indian communities near the reservations. For post-secondary education purposes, many enroll in New Mexico colleges and universities and still others attend universities outside the State. Of course, statistics show that many enter but few graduate; consequently, we have a shortage of role models, and qualified and skilled people to fill positions that now exist and will be developing in the future on our lands.

In attempting to address this whole spectrum of need, we must point out that the education community must accept the premise that in order for an Indian student to achieve in a setting outside the initial learning experience, they must have confidence, based on spiritual and cultural values of the home/Pueblo if he/she is to succeed outside the original sphere of learning experiences; such as the boarding school setting where inter-action with people from a different race and value system becomes essential in order to be accepted in the larger society, and therefore to progress in the new environment.

The personnel in all school systems, Indian or otherwise must have the skills and more importantly the desire to do their best in challenging and achieving through motivational processes at the highest level a student can perform. In order to have the most skilled teachers available, adequate salaries and other amenities must be in parity with the education environment of this country.

Among the schools administered by the BIA, most facilities were built around 1915–25 in the 19 Pueblos. The Santa Fe Indian School (SFIS) facilities even earlier. These buildings are in a state of dilapidation such that constant repairs and renovations are necessary to insure the buildings remain reasonably safe. There is a great need, possibly in excess of $100 million to build state of the art facilities.

To insure that appropriate teaching and learning in the public school regarding Pueblo students is the norm and not the exception, personnel who are knowledgeable about the students' background, tribe, language, culture among others must be recruited and utilized so that the dynamics of teaching-learning is reliably present. Unless these needs, hand and glove needs, becomes a part of the public school's daily practice, the system will be performing a disservice to those Pueblo students who need help.

For at least two years now, the all Indian Pueblo Council has attempted to contract under P.L. 93–638, as amended, the Southwestern Indian Polytechnic Institute

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(SIPI). So far we've been unable to get BIA education officials to listen seriously. If the AIPC were to contract the facility and operations, we would start a community college under authority of the Tribally Controlled Community College Act so that for those Pueblos students graduating from the SFIS and other high schools would have a place to go to. We see the possibility of teaming up with the university of New Mexico so that baccalaureate degree programs can be offered there and perhaps at Indian Pueblo locations.

Senator, we have a potential among the 19 Pueblo's school populations to start them off with an appropriate cultural value system orientation; to continue that orientation in the high school and to reinforce it at the community college-university level. Instilling pride in culture as a foundation before jumping unto the fast lane in non-Indian school settings, substantially insures completion of the formal education process from head start through graduation from a college.Sly allowing the Pueblos, perhaps under a demonstration project approach, the goal of increasing the graduation rate to at least 90 percent is possible. Academic performance can be expected to improve. Substance abuse programs are already in place but lack the levels of financial support necessary to insure viability. While we have not addressed all of the contents of S. 1150, we support the entire concept. Thank you.

Senator BINGAMAN. That you very much. I appreciate the testimony of all three of you. Let me just ask a general question and get people's reaction to it.

It strikes me that what we have got in this effort to legislate national goals and legislate national standards is an effort by the Federal Government to come in and set a direction or a benchmark or a target to shoot at for all of the schools in the country.

And we recognize that in most of those schools the Federal Government doesn't have a whole lot to say about how they reach that benchmark or how they reach that goal, or whether they reach that goal, except to say here are the standards. We hope you will embrace these standards. We hope you will adopt these standards. We hope you will help your students to achieve at this level.

There are two big exceptions—and maybe someone can correct me if I am missing something here, but it seems to me there are two areas where the Federal Government has more of an opportunity and more of a responsibility than just setting the standards.

And that is in the case of the Department of Defense schools, which are totally federally funded and controlled by the Federal Government, and the Bureau of Indian Affairs schools or the schools funded through the Bureau of Indian Affairs where, again, the Federal Government has the responsibility; so that it is not enough in those two areas to say, "OK, here the standards are, good luck," which is what we are saying to the public schools of New Mexico essentially in this legislation.

We are saying, "Here are the goals. Here are the standards, good luck. We hope you can reach them. We would like to help but don't count on us to do a whole lot." That is what we are saying to the public schools around the country, and that is all we realistically can say considering the financial realities of the world, that the Federal Government provides about 6 percent of the total funding for elementary and secondary education throughout the country.

Most of it comes from the states and localities. But in the case of BIA funded schools, we provide it all, essentially. And in the case, of course, of Department of Defense schools, we do too.

But it strikes me that what we might need to do in the case of the BIA funded schools is to have a separate initiative which would say, "OK, on the one track we have the standards; we have the goals. They are to apply nationwide." Now we need implementing

legislation to assist the BIA schools to reach those standards, and that would be sort of a fresh look at things.

I don't know if that makes sense, if that is consistent with the way you are thinking about it. The Navajo Nation, as you point out very effectively in this prepared testimony, has its students in a variety of schools. You have six different types of schools serving Navajo students, and BIA funded schools are only one of those types.

I don't know what your thoughts are as to whether that is the right way to go, for us to have a separate initiative focused on the implementation or the achievement of the national goals and the national standards in BIA funded schools. Does that make any sense at all to you, Anita, in your thinking about this?

Ms. PFEIFFER. Thank you, Senator. I think the thought is in the right direction, and that is to assist the organization that has these funds available. But I think in the Navajo case that there is tremendous energy now being exerted to think about all these schools that have Navajo children.

And, therefore, I think the assistance that you are talking about really needs to go to the Tribe, because as I said, the groundwork is being done and is developing daily. We are extremely concerned that the systems, the educational systems that have existed have really not assisted the children, you know.

Senator BINGAMAN. If we provided funding directly to the Tribe, how do you see that being used by the Tribe? Would the Tribe take over the BIA funds, the schools that the BIA has traditionally run, or would it construct a separate system of schools? What do you see?

Ms. PFEIFFER. Well, I think the thinking now is that the Presidential Task Force, who is engaged in moving toward this direction of developing the Department of T'aa' Dine' Education is indicating that the Tribe needs to be responsible for the education of its children, which means that the way it has worked now doesn't work; and, therefore, the Tribe needs to take control.

Senator BINGAMAN. Well, I don't disagree that there are major failings in the way it works now. I guess I am concerned that I don't know what the right way to organize it is.

Let me cite you one small example, which concerned me four or 5 years ago, and that was the funding for the Book Mobile on the Navajo reservation. You can correct me if my facts are wrong, but my information was that the Book Mobile —there a Book Mobile operated out of Crownpoint, which would travel to the various chapter houses during the year, and that a decision was made to transfer that responsibility to the Tribe and to transfer funding.

Now, this was before your administration, before President Zah's administration. But that transfer was made and then the Book Mobile essentially was parked and never was used again, or for a long period. Maybe it is in use again this fall, but there was a long period when it was not in use.

And I had people at Crownpoint urging that we find some way to transfer that back away from the Tribe, because the decision had been made somewhere in the Tribal Administration that this was not a priority use of funds and that there were other needs that existed.

Maybe you know some of the facts related to that, but that was one very specific instance that I tried to be involved in, and it seemed to be an example where the Tribe was not able to follow through and really deliver the service.

Ms. PFEIFFER. I don't know the history of the Book Mobile, but I do know that it is scheduled every week now to go out to the different chapters, so it is always on the go.

Senator BINGAMAN. That is good. I am glad to hear that, because there was a period when there was concern that it wasn't.

Let me ask, Joe, if you would comment on that general question that I had about whether or not there ought to be a separate Federal initiative to supplement existing funding to help implement achievement of national goals, national standards in the Indian funded institutions, or the BIA funded institutions.

Mr. ABEYTA. The answer without any hesitation is yes, absolutely yes, but let me see if I can qualify the answer for you, because you are raising a philosophical issue regarding Indian people and Indian education. And it specifically is: Should we be separate or should we be a part of a larger?

In regard to this particular legislation, first of all, I think that it is important that Indian people be included in the overall structure and be a part to the decision-making part of that structure, because it is so important that people realize that even though there may be few dollars and—that there may be few dollars, as I read the intention of this legislation, it is going to have a reflection on all Federal programs. Head Start, early childhood, Bureau of Indian Affairs are all going to be couched within these national goals and these national objectives and are going to be guided by these two groups that make up decision makers.

So from that perspective, Indian people need to be part of the higher echelon of this organization, because all of their Federal programs, all of the resources currently available are going to be influenced as I read the intent of this legislation in a significant way.

So for me personally to have our own committee somewhere lost in the Department of Interior as something comparable to those committees that exist within the 50 States is not acceptable. Indian people need to be involved in this other organization that is going to give direction to it all. Again, at the risk of overstating this, because it is going to influence all of the bills and all of the resources available now, and it is critical that we are there.

The second thing, the question about whether or not Tribes need to have a role in their own education program, I said, without a doubt, yes. The qualification is that Tribes throughout the country are at different places in their organization and development. To attempt to give a simple answer as I have done, "yes, without any doubt," is probably a bit unfair.

I think that every Tribe needs to be consulted; every Tribe needs to be considered in a final response to that question. I think, however, that there is possibility within this legislation to give those Tribes that don't have the resources, give them the help in organizing the answer to the question.

I think all too often with some of these very, very critical philosophical issues that are presented. Do you want it or not want it

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really is not the way to ask the question, but can I help you with some resources? Decide if you want it, don't want it. If you do want it, how are you going to go about making a significant contribution?

So I don't know if that speaks to the question that you have raised, but my tendency is to say, yes, Indians need to have more responsibility, need to be more accountable for the education of their children, how it gets done, though, as to critical issue in regard to the specific to the piece of legislation. I think that Indian needs to be at the highest level of its organization and not accept a place somewhere in interior where we are comparable to the other 50 States and be satisfied with that.

Senator BINGAMAN. OK. That sounds very interesting.

Let me ask Mr. Sanchez, the issue that you raised which you indicated was your own personal comment about the need to provide assistance to exceptional students, as I understood you to the very best of our students so that they can go on to four-year institutions, and you indicated a foundation you are considering establishing to try to help fund that. Is that what I understood?

Mr. SNACHEZ. Yes, sir. I did not say that I wanted to put all the kids in the top 5 percent in any of these institutions, but to offer it, to let them have an option. What we have done is look to the private sector, of course, to see if we can get dollars together for this purpose.

I found that there was a need, didn't do any sophisticated survey, but just in general talking with parents. I use an example of a young man from Acoma who graduated recently from a Southern Colorado school called Fawn Valley. He was attending public schools in the Cibola County School District and went on to the private school. He was offered a full scholarship there, and he was one of few kids in its history that was able to maintain a four point plus average.

He was actively recruited by MIT, but he chose Stanford. And that is where he is going to be starting this year. He graduated this year. But that is a success, and he would have never had the opportunity to the choice of the schools because his parents could not afford it. There was just no way. Now he has got a full scholarship that pays for everything. His education will be paid for. His goal is to become an aerospace engineer. That is just an example I am using.

And I also believe that it doesn't fit all the kids. It doesn't fit all the families, because there is a great deal of expense for those kind of institutions. And it is only available to people who can afford it.

Senator BINGAMAN. I think it is a worthwhile goal. A very visionary idea to ensure that there is money available for any student who is able to achieve that kind of level of performance. I think that is a great thing to do.

Let me thank this panel for the testimony. We will take your written testimony and include it in the record. We will analyze the specific recommendations you have made. We will try to see if we can implement any of those in our discussion at the Federal level on this bill.

Let me also just acknowledge one other person before I dismiss the panel, and then I think we will take a five-minute break before we start our final panel. John Mitchell is here representing the

American Federation of Teachers. They are the group that represents the teachers in the BIA schools and I had alerted him. I gave him very short notice also, but I appreciate him being here and wanted to acknowledge his presence.

Why don't we take a 5-minute break, and then we will start with the third panel. [Recess.]

Why don't we get started again. We are going to have to conclude this right around 11 o'clock, which is a half hour from now unfortunately, so I wanted to get started and give everybody a chance to summarize their testimony. Also, I recommend those biscochitos outside if you haven't had one. They are great.

OK. This is our third panel. This is focused on local efforts to meet educational goals. And we have got five witnesses on the panel, so we do urge everybody to just summarize their statement. Let's begin with Glenabah Martinez, who is an American History Teacher at Rio Grande High—Rio Grande School.

STATEMENTS OF GLENABAH MARTINEZ, AMERICAN HISTORY TEACHER, RIO GRANDE HIGH SCHOOL, ALBUQUERQUE, NM; CATHERINE COULTER, DIRECTOR, NEW MEXICO INDIAN EDUCATION ASSOCIATION, SANTA FE, NM; AND SUSAN NEDDEAU, DIRECTOR, ACCOMPANIED BY LORENE TRUJILLO, PARENT, RENEE CAYADITTO, PARENT OF THE FAMILY AND CHILD EDUCATION PROGRAM (FACE), NAVAJO RESERVATION

Ms. MARTINEZ. Rio Grande High School.

Senator BINGAMAN. Rio Grande High School in Albuquerque. And Glenabah why don't you go right ahead and give us your testimony, and then I will introduce each of the other witnesses as we go. And we will save questions until everybody has had a chance to speak.

Ms. Martinez. Thank you. Good morning, my name is Glenabah Martinez, and I am an indigenous citizen of the Village of Taos. I am here today to share some of my thoughts on an amendment to Senate Bill 1150 which is titled "Goals 2000: Educate American Act." Presently, I am an educator in and chairperson of the Social Studies department at Rio Grande High School. I am also a Ph.D. student at the University of New Mexico in the Department of Educational Foundations.

In addition to my classroom duties and graduate study, I have and currently serve on several national committees. Interestingly enough, the common denominator of my committee work has focused on the notion of assessment and setting standards in the realm of secondary social studies. Those committees include the planning committee of the National Assessment of Educational Progress, also known as NAEP; the College Board's Social Science Academic Advisory Committee, the S.A.T. Verbal Review Board; and the New Mexico Council for the Social Studies Board; and the Indigenous Alliance for Educational Alternatives.

Throughout the past 500 years of contact between the indigenous people of Western Hemisphere and nonNative people, justice and equality have not been the foundation of building and maintaining political, economic and social relationships. A close examination of local, regional and national history would show oppression, sup-

pression and repression of indigenous voices and action in the political and economic arenas. Euro-American settlement of North America gave rise to the need to create a multitude of Indian policies. Pertinent to this testimonial is the history of Indian education.

In an 1838 document from the Indian Commissioner Crawford on Indian policy, it states, quote, "The principal lever by which the Indians are to be lifted out of the mire of folly and vice in which they are sunk is education—Manual-labor schools are what the Indian condition calls for." End quote. In an 1884 program of the late Mohonk Conference, it states, quote, "that education is essential to civilization. The Indian must have knowledge of the English language, that he may associate with his white neighbors and transact business as they do—He must have a Christian education to enable him to perform duties of the family, the State, and the Church. Such an education can be best acquired apart from his reservation and amid the influences of Christian and civilized society." End quote. And in the 1901 document of Indian Commissioner Jones on Indian Self-Support, it states, quote, "With the Indian youth it is quite different. Born a savage and raised in an atmosphere of superstition and ignorance, he lacks at the outset those advantages which are inherited by his white brother and enjoyed from the cradle. His moral character has yet to be formed. If he is to rise from his low estate the germs of a nobler existence must be implanted in him and cultivated. He must be taught to lay aside his savage customs like a garment and take upon himself the habits of civilized life. In a word, the primary object of a white school is to educate the mind; the primary essential of Indian education is to enlighten the soul." End quote.

So what does this brief review of three primary documents have to do with Senate Bill 1150? It has to do with setting a context for contemporary perceptions of public education by indigenous people. It has to do with having the voices of contemporary indigenous people who possess the cultural memory of colonialism heard. It has to do with educators like myself who are cognizant of the hidden curriculum within the public school system that values an "official knowledge" which is validated through assessments and commercial curricular production. It has to do with emphasizing to your students that Native American history is important, but when it comes to assessment, the white man's laundry list of dates and events is what counts quantitatively.

According to my reading of Senate Bill 1150, it is possessed that U.S. students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matters including English, math, science, foreign languages, civics, government, arts, history and geography. I would like to make the following suggestions for codification of national goals of the social studies:

(1) Evaluation instruments reflect a high degree of fairness to all people and groups.

(2) Evaluation instruments focus on curriculum goals and objectives.

(3) Evaluation instruments be used to improve curriculum and instruction.

(4) Evaluations of student achievement involve a variety of instruments and approaches to measure students, knowledge, skills and attitudes.

And (5) Evaluation instruments move away from a list of events, dates and names and move toward critical thinking skills.

I appreciate the sincerity behind the amendment to Senate Bill 1150. I hope that the interest of indigenous students will not be restricted to participation vis-a-vis Assimilation. Rather there being a demonstrated appreciation, respect and value for cultural diversity. Finally, I hope that the U.S. Government will examine its position on Indian Education and listen and act upon the concerns and recommendations from the indigenous communities of this Nation. Thank you.

Senator BINGAMAN. Thank you very much. I appreciate the testimony.

Next is Catherine Coulter, who is the Director of New Mexico Indian Education Association in Santa Fe.

Catherine, thank you for being here.

Ms. COULTER. Thank you for this opportunity to share with you one of our local efforts at meeting the National Education Goals and to comment on the legislation. I am Catherine Coulter, Director of New Mexico Indian Education Association. The Association is a nonprofit association established 10 years ago to serve the needs of educators of Indian students. Since its beginning, the Association has primarily been involved in developing instructional materials and teacher training.

The disparity between where we are now in terms of Indian education and the National Education Goals is well documented. As Indian educators, we know we have a long way to go. We do not like to dwell particularly on the extremely high dropout rate of students. It is discouraging, year after year, to collect information that confirms that half of a ninth grade class of students will be gone before the senior year. We are well aware of the precious few Indian students—Indian teachers in our schools and the training needed by the nonIndian teachers. We are also aware of how few educational materials exist that are culturally appropriate to Indian students.

In the past few years it seems that our problems have increased while our funding has decreased. Substance abuse, AIDS, teenage pregnancy and unemployment are all problems that affect our communities and students. It can be discouraging sometimes to see our goals so far off in the distance and to see so few resources that at our disposal. It is no wonder there is a high burnout rate for educators working on these problems. It takes a vision that goes beyond the year 2000 to see the progress that has already been made and to know that each small contribution makes a difference.

For its part, the Association has focused its efforts on creating educational materials that are culturally appropriate. Specifically, we have produced a history textbook for teaching New Mexico history. This text, Indian Perspectives in New Mexico History, is designed for use in the seventh grade classrooms and is now on State Approved List of Instructional Materials and therefore available to all schools in the State. It should be noted that this text is being used by both Indian and nonIndian students. Presently, this text,

and its accompanying teacher guide are being used in more than 50 schools in the State.

We are proud of this accomplishment because we feel it is extremely important that Indian students know their history and that the Indian presence and perspective be valued and acknowledged in their instructional materials. New Mexico, where over 90 percent of the Indian students attend public schools, is now one of the few states with any structural materials specifically designed for them.

Unfortunately this project has remained unfinished. Despite the need for these materials and despite our success in completing Part I of this series, we have been unsuccessful in obtaining Federal funding to continue this project.

We haven't given up, however. With the assistance of local funding, we have begun publishing an annual series: "Visions and Life Journeys: Contemporary Indian People of New Mexico." This publication is designed for use in Adult Indian Literacy programs but is also used in high schools. Each volume contains interviews of Indian people from across the State. These individuals represent a variety of professions and roles: lawyers, artists, film makers, educators, historians, poets, tribal elders and leaders. This series is part of the New Mexico Coalition for Literacy's emphasis on providing appropriate materials for adult Indian learners.

In reference to the legislation I submitted to your office, I, once again, want to point out this report, which was prepared last year for the White House Conference on Indian education. I feel this more accurately represents the thoughts of many more people than I could relate here, and this document was taken to Washington for the National Conference on Indian Education. And to date primarily we have seen another report as a result of those efforts, although there have been some local responses to the needs identified in this document.

As I was getting ready last week for this testimony, I contacted several of my colleagues and said, What do you know and what do you feel is important here? What should—what would you like to say to Senator Bingaman, and so I wanted to add a few of their recommendations to my own here.

First of all, I was excited to see the emphasis in the legislation on bottom structuring on local initiatives and on local control. That was very positive. Some of the things that we would like you to remember is that over 90 percent of the Indian students in New Mexico are in public schools, and a change for Indian education in that respect needs to recognize that fact.

And if you want to see new ideas and new reforms and new educational system, then you must continue to ensure that new voices are heard. You must make sure that Indian representation on national panels includes people from the Southwestern Tribes whose needs are quite different than other parts of the Nation. You must realize, too, that Indian politicians are not necessarily Indian educators. It is not synonymous.

We strongly support the concept of local initiatives and local control of schools and local control of funds. We need to see less of the top-heavy bureaucracy, and we need more direct funding of schools and Tribes.

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Since real change happens on the local level, we will not have the Indian education we need until we have more Indian teachers, Indian principals and superintendents. We must focus our energies on recruiting and talking to Indian students to become educators.

Thank you, again, for your efforts to ensure that Indian communities have a voice in this process. While we may remain skeptical about the benefits of bureaucratic structures, you will find the Indian communities ready and willing to undertake the tasks necessary to improve the education of their children. As Jose Rey Toledo of Jemez Pueblo said, "We, the Indian people, have the ideas and know-how within ourselves. We have the knowledge that gives us strength and the threads that hold it all together. We have always been searching for that sense of connection and the answers are within us." Thank you.

Senator SENATOR BINGAMAN. Thank you very much.

We have three witnesses that are here as part of the testimony on the Family and Child Education program that was earlier referred to by Mr. Johnson, and the Director is Susan Neddeau. Is that the right pronunciation?

Ms. NEDDEAU. Yes.

Senator BINGAMAN. And two parents, Lorene Trujillo and Renee Cayaditto. Why don't you go right ahead in whatever order you would like.

Ms. Neddeau. Thank you. I am always happy to talk about the FACE project, Family and Child Education. Our project in Torreon, NM, works with families with their children, birth to 5 years old. We offer a center-based program for adults with three- or five-year-old children. They come to school with their children. While the children are in an active learning preschool, the parents attend Adult Basic Education Classes. The children and their parents are then joined together during part of the day for PACT time. This stands for Parents and Children Together.

In the center-based program, the adults also cover many parent topics ranging from health issues, discipline and other pressing topics that they feel they need to discuss with the staff and other parents and sometimes special guests.

The home-based program focuses on parents with children younger than three. These families receive weekly home visits that include age appropriate activities for their children. They also include developmental information about their young children, ranging from fine in motor development, language development, social development and intellectual development. These families then come to the center 1 day a week for group meetings, where they also cover pressing parent topics. And adult education for the home-based parents is also an option for them.

Both home- and center-based children are screened for possible hearing, vision or developmental problems and then referred to the appropriate agencies. We in our project in Torreon are now serving 75 families, and that is about a hundred children birth to 5 years old.

And we do have some successes. In the last two and a half years we have had 28 GED graduates from our program, and many of these graduates are now employed, and several are attending college classes. And I could keep talking about the FACE program,

but I think you would enjoy hearing from two of our participants. Lorene, would you like to speak?

Senator BINGAMAN. Lorene, you might want to pull that microphone just a little closer to you there.

Ms. TRUJILLO. Good morning to all of you and our Senator Bingaman, and I am greatly honored to be here to represent our community. My name is Lorene Trujillo, and I am from Torreon, NM, and about 29 miles west of Cuba.

As a former participant of the FACE program, I have a lot of good things to say about this program. First of all, I graduated in 1974 and I just worked for about 5 years. And then after getting married, it was hard to manage to continue on with the job and raising kids, so I chose to stay home and raise four of my kids.

And after 10 years out of job, I stayed home and wondering what should I do? But 1 day I had a sister-in-law that was participating in this program, told me about this program, and I decided to do something about bettering myself, my career, and so I just enrolled in this program.

And a few weeks after I enrolled, I felt that I was being prepared for a better education, and better things were happening for myself and for my son, who was 3 years old at that time. I was learning with him. I was learning a lot of things through this program, not only education-wise but doing a lot of things, arts and crafts and a lot of things that was involved with this program, which I started thinking about what I should do next. But these staff are really encouraging and uplifting, so they helped me to enroll into college classes, which I started thinking about a good future, where I started working on an education degree to be a teacher some day to my own people.

So setting goals for myself, I think it was a good example to my other kids that are now in grade school and one in high school. So they are not thinking of being somebody, you know, instead of just staying home and not think about who they should be. So I am just so thankful for this program that is existing today in our community, because I have seen so many parents get their GED degrees, and then they are continuing into higher education.

I am just so thankful to all you Senate leaders that you have made our dreams come true. And I just want to say thank you to our FACE staff as well. Thank you.

Senator BINGAMAN. Thank you very much.

Renee, did you wish to make a statement too?

Ms. CAYADITTO. Sure.

Senator BINGAMAN. Why don't you pull that microphone over so we can all hear.

Ms. CAYADITTO. Good morning, Senator and your staff. My name is Renee Cayaditto, and I am from the Salt people and born into the Mud people. I am from Torreon, NM. It is my honor to be here with you. I have dropped out of high school during my junior year, and I always looked forward to getting my GED I am a recent Torreon FACE Child Education program graduate. I attended school with my two young sons.

The program started in March 18 of 1991. I was looking forward to start. I was so happy to attend the school with my two young sons. While I was working on my GED, and I always thought to

myself, I am so thankful to the community that this program came from, and I didn't know what I would have done without this.

I was so upset and telling my husband that I wondered when I could get my GED But when this program came up, I knew that I was going to get in, and it was hard for me to find a baby-sitter to get my GED But attending the school with my two boys really made me so proud. My son, Rambus, is my third that I attend with. He attended preschool and my fourth son Spencer attends the infant and toddler care at the center.

We had some visits from Hawaii, Missouri, Kentucky and Washington, DC. I felt so thankful and I was happy to show our visitors what we have succeeded with. I feel my children have gained from this program. We loved the school and success. I was spending time reading books with my boys, reading to them in English and explaining to them in Navajo. They learned how to play with and communicate with other children and the parents too.

The boys see me go to school as they go to school. They see that the school is very important, and I always say to them that no matter what you do, stay in school.

The Family and Child Education program gave me the courage to seek my education and apply for a job. I have also become involved at the Torreon Day School. I am a full-time college student. I visit my children's classes regularly, and I always asked the teacher if I could help in certain ways that I could, and I always felt free that I could help.

I am on a parent action committee, and I teach the gifted and talented in the fall. I had three girls that wanted to learn how to dance the traditional Navajo and how to sing. In working with these young girls, I have really enjoyed that I could do more, and I have really learned from this FACE program.

The FACE program staff had really encouraged me that I could do it, and I know that from the bottom of my heart, I will say thank you. I always tell the community of our young people that there is always hope that they could do, never be ashamed of what we have done, especially of when we drop out of high school. I always say thank you for the FACE program.

And in closing I would like to thank you for having me here, and I am proud of our FACE program and what it has done for our community. Thank you.

Senator BINGAMAN. Thank you very much. Let me ask a question about the FACE program, and then I will also ask another question of the other witnesses. But I had asked Mr. Johnson before how extensive the FACE program is in our State right now or how many schools have the benefit of this program. Do you know the answer to that?

Ms. NEDDEAU. Yes. There is a FACE program in Torreon, NM. There is one at Jones Ranch, Chochopaw in Vanderwagon, NM, Chuska, Canoncito, Fort Wingate, and then this year they will add a program at Shiprock Alternative School.

Senator BINGAMAN. Does that leave a lot of schools that could benefit from this program that do not have it?

Ms. NEDDEAU. I think every community could benefit from this program, because as has been stated there is a need for getting adult basic education to young adults. And for so many it is so

hard to go back to school, but this gives them the opportunity to pursue their education and also be with their children and not have to worry about baby-sitters and the cost of it and so forth. And they know that they can watch their children while they are in school. They are a part of their children's life.

Senator BINGAMAN. How long has this program been in existence?

Ms. NEDDEAU. OK. In Torreon we have been going for two and a half years, and we were one of the first out of five pilot projects, the Canoncito, Torreon—Tacoma, Washington, has a project—Tahkini in South Dakota and Fond du Lac, MN, were the five original. Last year they added five more sites, and then this fall they will add 11 more sites. So they are up to 21. And they hope to increase this each year.

I knew I would have the opportunity to be around people from some of the pueblos, so I do have the BIA brochures on the FACE program that gives them information.

Senator BINGAMAN. That would be great. Glenabah, let me ask you, I understand the concern that you express about culturally sensitive standards and assessment which takes into account the different cultures. I think that is an important factor we need to try to have as part of this.

There are perhaps, though, at least arguably—and I would be interested in your reaction to this—arguably there are standards in some course work which are not really culture specific.

For example, in mathematics. We have a national set of standards. I think that is one area where we are further along in setting a national standard or setting national standards than any other course. There, the math teachers have come up with their set of what they think the proper standards should be for content and performance of students in math.

Do you see a need for a change in standards even in that area as applied to Native American students, or is it appropriate to, as you say, superimpose those on everybody, including the Native American schools and students and parents, and say this is what we hope everybody aspires to?

Ms. Martinez. I am not familiar with specific research that has been done in the area of math and science, but I think that there is an enormous amount of information and resources that could be incorporated into the areas of math and science.

Historically, the paradigms that these people have been functioning from, these quantitative researchers and quantitative assessors in the area of math and science have always seen it from a Eurocentric perspective without drawing upon information that has existed here in the Western Hemisphere before contact in 1492. Now, I would love to see some incorporation of our own conceptualizations in the area of math and science.

And, yes, the math educators, social studies educators, various other people from other disciplines have gotten together and created our own standards, what we think is appropriate. But, again, I think that there is a lack of participation by some of the traditional elders who could give us insight into this information.

Does that answer your question. The reason I am very skeptical of this, of the assessments at grades 4, 8 and 12 in the area of so-

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cial studies is because I helped to create an instrument in the U.S. History. We just finished the project. We pilot tested it in a number of schools across the Nation in February of this year, and we read some of their responses in May and at the ETS Center at Princeton and in Iowa City.

And in spite of the fact that I was maybe one—there were 23 participants all together in the planning committee. The National Assessment Governing Board, also known as NAGB, took what we had given to them, along with our advice about inequalities in education and basically just wrote this preface, basically ignoring everything we had all our concerns about inequalities and things that you are talking about and everything else is addressing here.

And so when we still want to talk about some of the positive things about U.S. History—in other words, they didn't want anything critical about U.S. foreign policy in Central America. They didn't want to talk about the westward invasion, our movement depending on your perspective of the west. And I am quite aware of all the politics behind coming up with an instrument, and I still think that the instrument that they developed for grades 4, 8 and 12 is inadequate.

And that is what I am concerned about, is that when it comes to teacher accountability and when it comes to various forms of assessments to enter into institutions of higher education, that they look at that score rather than looking at the total child. And I think if we don't have a voice or if there is not any kind of attention paid to what our needs are, not just Native Americans but African Americans and other groups of people, women if you want to take even a larger group, that there is a whole—there is a number of voices that are being left out, and I just think that we are getting into the 21st Century. We need to get out of that perspective. We need to think more innovatively and creatively.

Senator BINGAMAN. No, I think your concerns are well founded, particularly in the area you are talking about, because I do think that there are a lot of different ways to view American History or World History, and I think it is to make a very strong argument that different perspectives need to be brought to that whole analysis.

What about an area like math? In the past it seemed to me that we have sort of unconsciously expected less of minority students than we have of mainstream students. And we have said, OK, we don't expect this group to achieve the same levels as everybody else.

In math, my sense is that, in many cases, the minority students can achieve at any level that you set, just as well as the other students. The testimony that Mr. Sanchez gave of the student from Acoma who is starting Stanford this fall with a full scholarship with a four point average, clearly demonstrates an ability, which we certainly need to encourage. And I guess I am persuaded that it probably exists as least as often in the Native American community as it does in any other community.

Ms. MARTINEZ. Well, I think we are talking about two different items here. I think there is one thing to succeed well, to succeed in the areas of math achievement and science achievement if you were to at the beginning, from the time when you are maybe in the

seventh grade to get in the proper track of math. By the time that you are a senior, you are taking either an A.P. math course or taking calculus or math analysis. If you are not on that track from the time that you are in seventh grade, you lost out.

And I think that there is a lot of other factors, socioeconomic and political factors that we have to take into consideration. These are just the symptoms of some serious problems that we have in our—not only in our education system but our economic system. But I think the reason I brought in the primary documents was to examine—to say that there is more to this, that it is historical as well.

I applaud your sponsorship or your cosponsorship of Senate Bill 1150, but I think that to think that raising standards and assessments at 4, 8 and 12 will take care of the situation. And I think we need to delve further into the situation, and that is why, you know, I am very critical about assessments.

Senator BINGAMAN. Right. I understand. Let me ask Catherine just one question that occurs to me. This White House Conference on Indian Education would have occurred last fall? Or when was it?

Ms. COULTER. January, I believe, of 1992.

Senator BINGAMAN. January of 1992. Were there a specific set of recommendations that came out of that conference action recommendation?

Ms. COULTER. Yes, there is a bigger document.

Senator BINGAMAN. Has there been any efforts, any systematic effort to follow up on those?

Ms. COULTER. Only on the local level. I am not aware of any national action taken as a result of those recommendations. Perhaps some analysis.

Senator BINGAMAN. Well, I am afraid that may be one of those things that as administrations changed and as other priorities took charge, I think we may have dropped the ball. Let's see if we can't get attention back to some of those. Is it your thought that they came up with a good set of recommendations? Was it a useful document?

Ms. COULTER. It is as diverse as the communities. That is why I submit this one as representative of the New Mexico people and their concerns and their thoughts on the topics.

Senator BINGAMAN. OK, well, I will look through the report that you submitted.

Let me just stop with that. We have run out of time. I wanted to acknowledge one other person who is here in the audience and who is vitally interested in this set of issues, has been for many years and has worked hard in many different incarnations to help the Indian people in the State, that is Ray Powell, who is our State chairman of the Democratic Party, used to be a Vice President at Sandia National Laboratories and headed various commissions for the State of New Mexico that dealt with this and many other issues, so I appreciate everybody being here.

I appreciate particularly the witnesses and their testimony. It is obvious to me we need to do a lot of thinking about how this National Goals Effort relates to Indian people, and that is the purpose of the hearing, was to begin thinking about that.

I do think we have a unique opportunity at the national level to try to focus attention on concrete actions that can be taken to upgrade education. As we do that we have got to be sure we bring the schools that serve the Indian people up to the standards we are hoping that the whole Nation can achieve. I hope we can do that, and we will keep working at it.

If any of you have additional written testimony you want to present, please do so. We will keep the record open for another couple of weeks to take any additional written testimony anyone has, and then we will make our full report available to the Senate Committee on Labor and Human Resources.

If there is nothing else, no other business to transact, again, I thank you very much. And, again, I thank the Santa Fe Indian School for hosting this event. That concludes our hearing.

[Whereupon, at 11:10 a.m., the committee was adjourned.]

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